DOCUMENT RESUME

ED 316 632 UD 027 333

TITLE Guidelines for Serving At-Risk Students. A Publication To Assist School Districts in the Development of Local Plans Required by the Iowa Standard for At-Risk Students.

INSTITUTION Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.

PUB DATE 89

NOTE 24p.

PUB TYPE Guides - Non-Classroom Use (055) -- Legal/Legislative/Regulatory Materials (090)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; *Enrichment Activities; Equal Education; Family Involvement; *High Risk Students; *Improvement Programs; Inservice Teacher Education; *Program Development; Resource Allocation; School Counseling

IDENTIFIERS *Iowa

ABSTRACT

This guide presents the Iowa standard for developing a plan to provide at risk students with the additional help they need to succeed. The standard requires a linkage of local, state, and federal resources within each local education agency. Section 1 is an introduction. Section 2 presents a statement of the objectives and the specific provisions that the Iowa standard mandates. Section 3 consists of a diagram that provides a pictorial representation of Iowa's standard for at-risk students. Section 4 outlines the expectations for each local education agency plan, and includes an example of the process for local action. In Section 5, each of the following nine components of the at-risk standard is discussed: (1) strategies for identification of at-risk students; (2) special instructional support services; (3) coordination with community-based support services; (4) school-based support services; (5) appropriate counseling services; (6) strategies for involving parents; (7) involvement of all school personnel in the plan's implementation and in in-service training; (8) compliance with federal and state nondiscrimination legislation; and (9) provisions for monitoring behavior, social, and academic improvements. Questions and answers about this standard and provisions of the major educational equity legislation affecting Iowa schools are appended. (JS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED316632

Guidelines for Serving At-Risk Students

A publication to assist school districts in the development of local plans required by the Iowa Standard for At-Risk Students.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Department of Education
Division of Instructional Services

1989

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary Jo Bruett
Iowa Dept of Ed

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

UD 027 333

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, religion, national origin, sex, age, or disability. The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the assistant chief, Bureau of School Administration and Accreditation, Iowa Department of Education.

BEST COPY AVAILABLE

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

STATE BOARD OF EDUCATION

Karen K. Goodenow, President, Spirit Lake
Dianne L.D. Paca, Vice-President, Garner
Betty L. Dexter, Davenport
Thomas M. Glenn, Des Moines
Francis N. Kenkel, Defiance
Ron McGauvran, Clinton
Mary E. Robinson, Cedar Rapids
Ann W. Wickman, Atlantic
George P. Wilson III, Sioux City

ADMINISTRATION

William L. Lepley, Director and Executive Officer of
State Board of Education
David H. Bechtel, Special Assistant
Mavis Kelley, Special Assistant

Division of Instructional Services

Susan Donielson, Administrator
Oliver T. Himley, Chief, Bureau of Federal School Improvement
Raymond E. Morley, Consultant

Publication Planning and Development Staff

Dan Chavez, Joe Herrity, Maryellen Knowles, Carol Phillips, Ed Ranney and David Wright, Bureau of Instruction and Curriculum
Jan Huss, Richard Latch, Jan Olson and Sandy Schmitz, Mary Wiberg, Bureau of Career Education
Lee Crawford and Myril Harrison, Bureau of Area Colleges
Jim Clark and Jeff Grimes, Bureau of Special Education
Suzanne Secor Parker, Bureau of Food and Nutrition
Oliver Himley and Ray Morley, Bureau of Federal School Improvement
Tom Andersen and Bill Bean, Sherie Surbaugh, Bureau of School Administration and Accreditation
Becky Erickson, Data and Word Processing
Tonya Cox, Sharon Slezak, Communication Services

Table of Contents

	Page
Introduction	1
Provisions for At-Risk Students - The Iowa Standard	1
Diagram of the At-Risk Standard	2
Local Plans	3
Specific Ideas for Building Local Plans	
Strategies for Identification of At-Risk Students	5
Special Instructional Support Services	7
Coordination with Community-Based Support Services	7
School-Based Support Services	8
Appropriate Counseling Services	9
Strategies for Involving Parents	10
Involvement of All School Personnel	13
Inservice for All School Personnel	14
Compliance with Federal and State Nondiscrimination Legislation	15
Provisions for Monitoring Behavior, Social, and Academic Improvements	16
APPENDIX	
Questions and Answers	17
Equity Legislation	18
Definition of Terms	20

Introduction

In a democracy all students should be guaranteed the right to participate in and benefit from school and community resources and programs. During the past decade, many schools in the name of excellence, have increased standards for grade level achievement and high school graduation. Concurrently, changes in family structure, social environment, and economics have negatively affected various student populations. All of these changes have interfered with some students acquiring the related behaviors necessary for school success and contributed to the lower achievement level of certain students. Failures at all levels of the educational spectrum resulted.

In 1988 Iowa adopted a standard to guide public education agencies in developing a plan to accommodate students who need additional help to succeed. The standard will require a linkage of local, state, and federal resources within each local education agency to provide the needed services. As well, resources from within and outside of education will have to be combined to accommodate student needs implied within the standard.

The Department of Education expects that the planning and implementation of services in the new standard will be approached positively, eliminating as much as possible the creation of a new label (at-risk). At some point in every student's school experience some special assistance will be needed. This special assistance varies in the type of service needed and the degree to which it is needed. Therefore, a total system of support for all students can be planned at the local level and the new standard satisfied by providing an emphasis on assisting those students who are not succeeding, not continuing in school, or not being productive upon completion of school.

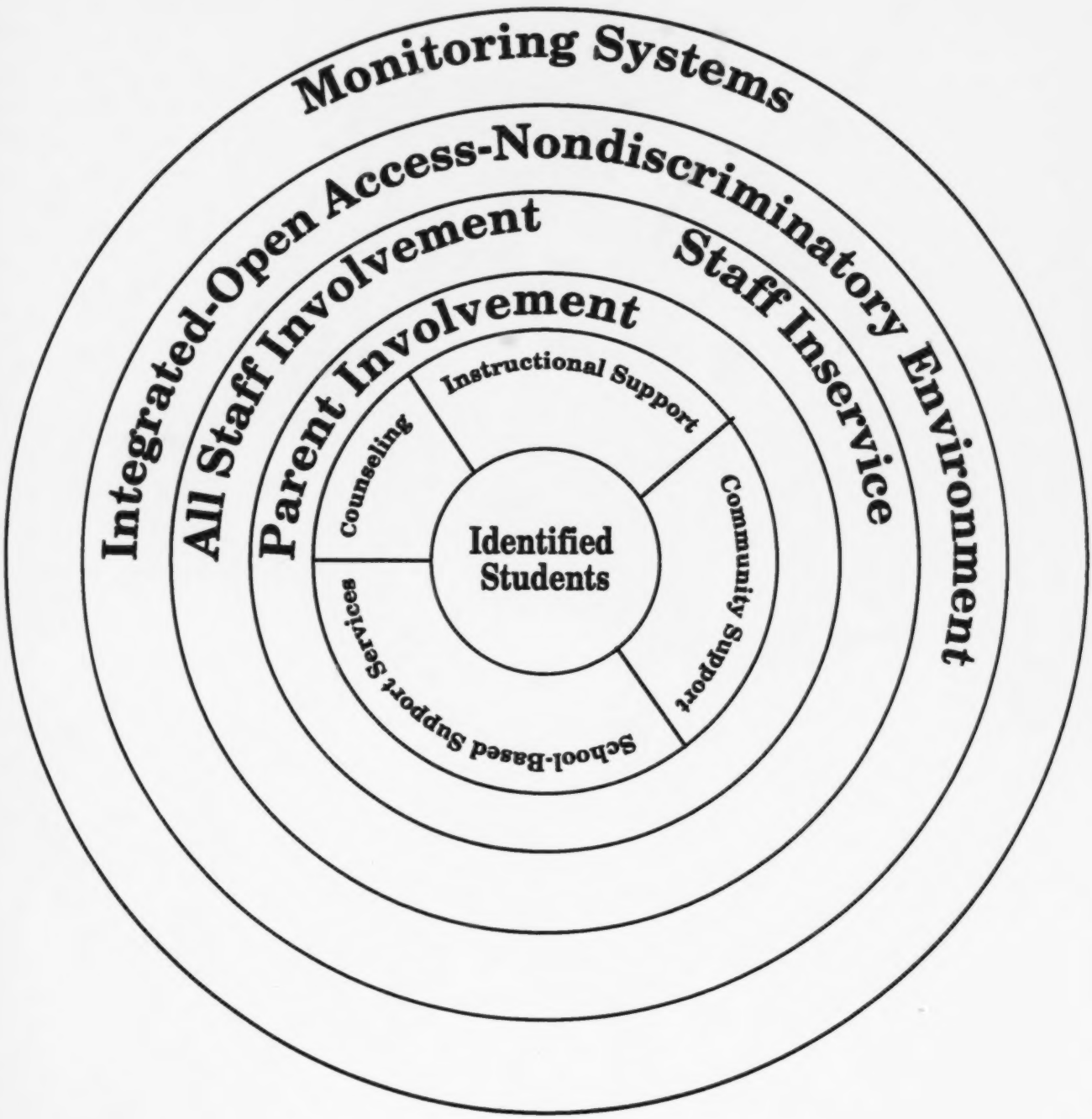
Provisions for At-Risk Students - The Iowa Standard

Iowa Administrative Code, Chapter 281--12.5(13), Provision for At-Risk Students. The board shall have a plan to identify and provide special assistance to students who have difficulty mastering the language, academic, cultural, and social skills necessary to reach the educational levels of which they are capable. The plan shall accommodate students whose aspirations and achievement may be negatively affected by stereotypes linked to race, national origin, language background, gender, income, family status, parental status, and disability.

The plan shall include strategies for identifying at-risk students and objectives for providing support services to at-risk students. These objectives shall be translated into performance objectives for all school personnel. The plan shall also include provisions for in-service training for school personnel; strategies and activities for involving and working with parents; provisions for monitoring the behavioral, social, and academic improvements of at-risk students; provisions for appropriate counseling services; strategies for coordinating school programs and community-based support services; and maintenance of integrated educational environments in compliance with federal and state nondiscrimination legislation.

A Diagram of the At-Risk Standard

The diagram which follows provides a pictorial representation of Iowa's standard for at-risk students. It is presented to assist persons to visualize the standard in its totality and how each of nine components might be sequentially organized for local planning. The visualization starts at the center and moves outward encompassing nine components. Local plans could be organized and sequenced accordingly.



Local Plans

The standard for at-risk students depicted in the previous diagram includes nine components which need to be specifically addressed at each educational level (K-12) within local education agencies. The nine components are:

1. Strategies for identification of at-risk students;
2. Special instructional assistance;
3. School-based support services (food and nutrition, health, psychological, social, speech, etc.);
4. Appropriate counseling services;
5. Coordination with community-based support services;
6. Strategies for involving parents;
7. Involvement of and inservice for all school personnel;
8. Compliance with federal and state nondiscrimination legislation; and
9. Provisions for monitoring behavioral, social, and academic improvements.

The local education agency plan for meeting this standard can be blended into a broad-based plan that addresses other new standards, such as counseling. In fact, the diagram and structure of the standard could be easily related to planning for all students. Whatever approach is used, the emphasis on the nine planning components should not be lost in the process. The nine components represent the structure that can and will be used for compliance reviews.

All local plans should include a system for the identification of students, a system to make recommendations for support, and a system for carrying out the recommendations to the extent possible given the resources available.

Local plans should acknowledge that change will occur and some flexibility will be needed to change local plans. Local practitioners should expect challenges but feel free to experiment and try different approaches and strategies.

By July 1, 1989, local boards must have adopted a written plan to address the at-risk standard, documenting coverage of the nine requirements in the standard at each educational level. The plan can be projected over a three-year period, incorporating a phasing-in process and using the first year for planning. Full implementation should be evident starting in the 1992 school year. Continuous updating of the plan is expected. Therefore, long range planning beyond three years is encouraged, and changes in the plan as to what and how services are provided are anticipated by the Department of Education. Local plans do not have to be filed with the Department of Education but must be kept locally for review. Although the standard requires a plan for K-12, local districts are encouraged to expand plans to include pre-kindergarten to grade 14.

A process for local action could be as follows:

1. Identify team members to address the standard. Teams from different buildings could be utilized to provide input into a district-wide system. All levels of education should be represented, with an administrator being a member of each team.

2. Prepare a plan to address the standard, using the first year to involve all staff in planning and development.

3. Approve the plan by local board action.

4. Establish procedures such as district wide meetings, building level meetings, and brainstorming techniques to involve all staff in planning activities and implementation strategies.

5. Complete an analysis of existing services, practices, and procedures to accommodate student needs. Include an analysis of existing policies and practices that may be contributing to student failure.

6. Identify goals and objectives for implementing all components of the standard.

7. Establish an implementation timeline of no more than three years to address all requirements of the standard.

8. Incorporate goals and timelines into a management plan for local use.

9. Review, monitor, and continue the process.

The checklist which follows can be used to guide local planning and/or identify priorities for a local management plan. It is consistent with the at-risk standard but expands the levels to preschool through grade 14, with emphasis on measureable outcomes.

- ☐ A system exists at all education levels (pre-K through 14) to identify those who need additional assistance to succeed.
  - ___ not expected to succeed (preschool)
  - ___ not succeeding (elementary - senior high)
  - ___ dropouts (grades 7-12)
  - ___ unproductive (grades 10-14 including post-school follow-up)

- ☐ A system to review school policies and practices that contribute to student failure is planned/implemented.

- ☐ Expected student outcomes (behavioral, social, academic) are identified in measureable terms for monitoring purposes.

- ☐ Support services are provided for those identified as being at-risk at all educational levels (K-12).
  - ___ instructional support
  - ___ guidance services
  - ___ outside agencies
  - ___ school-based support services (food and nutrition, psychological, social work, other)

- ☐ Parents and family are involved.
  - ___ at all education levels (pre-K through 14)
  - ___ different roles of parent involvement are encouraged

- ☐ All staff, professional and support, are involved at all levels (pre-K through 14).
  - ___ assigned objectives
  - ___ special assignments
  - ___ in-class modifications
  - ___ other

- ☐ A staff development program exists to assist all staff to better serve at-risk children and youth.
  - ___ at all levels
  - ___ professional and support staff involved
  - ___ full-time and part-time staff involved
  - ___ administrators at all levels involved

- ☐ Support services and education programs for at-risk students meet the requirements of state and federal non-discrimination legislation.
  - ___ students have equal access to support services;
  - ___ students are being served on an integrated basis, without discrimination on the basis of race, gender, national origin, creed, color, religion, disability, and parental/family or marital status;
  - ___ staff assignments do not discriminate on the basis of gender, race, national origin, creed, color, religion, disability, and parental/family or marital status;
  - ___ at-risk student data is collected on the basis of race, national origin, sex, and disability.

- ☐ A monitoring system exists to identify student progress in academic, behavioral, and social development at all educational levels.

The nine components of the at-risk standard are identified and discussed separately in the following section. The discussion reflects the thinking of consultants from seven different bureaus within the Department of Education and is offered to help local practitioners to address at-risk students at the local level. The ideas should be considered as a beginning and not as controlling all local initiatives.

The Nine Components: Specific Ideas For Consideration in Building Local Plans

#1

Strategies for Identification of At-Risk Students

The definition of at-risk students includes three distinct categories of students that should be considered by local practitioners. The three categories are identified in the chart below.

At-Risk Categories and Specific Criteria for Identification		
Not Meeting Goals in Education Program	**Not Completing High School**	**Not Becoming A Productive Worker**
Low achievement scores; below the 30th percentile or two years or more behind	Pregnancy	No identified career interests
Inability to cope with a full class schedule; low grades in one or more classes (below grade "C" or 2.0 on a 4.0 scale)	Teen parent	Course selection is highly random, leading toward no specific post-school training or career choice
Poor attendance; missing one day per week	Dropout	No reasonable career plans upon graduation or beyond graduation
Suspended or expelled two or more times	Culturally or geographically isolated; not able to interact with students of a different race or socio-economic background	No specific plan for post-high school training
Lack of friends	No extracurricular involvement	Low motivation to seek employment
Dislike for school; frequently mentions not belonging	Substance use or abuse; unhealthy physical appearance	Inability to keep employment; unacceptable work behavior
Sudden negative changes in classroom performance or social interaction	Inability to adjust to transition steps in the education process (elementary to junior high/middle school, or junior high/middle school to high school)	Unfamiliarity with and inability to use community service agencies
Poor organization of study habits; can't find homework, lacks necessary materials	Homeless	Low aptitude/skills for competitive work
Inability to pay fees, lunch tickets, transportation, materials, etc.	Frequently tardy	
Limited English proficiency	Transient (moves from school to school - within and outside the district frequently)	
Disabled and not succeeding as expected after being given support services by special education staff	Suicidal tendencies	
Difficulty meeting long-term goals	Negative peer influence (social crowd of dropouts, delinquents and/or poor achievers)	
Low motivation to complete assignments	Victim of overwhelming peer harassment	

The specific criteria for identification are examples of key factors that can be used to identify students who need additional help in grades K-12. The key factors overlap into each category of at-risk student. Therefore, the factors should be perceived as building upon each other. A student recognized as not becoming a productive worker could reflect characteristics listed in each of the other two categories. Likewise, students with failing grades may also display poor attendance and be unable to pay school fees. Conceivably, students could be classified from least to most at-risk based on the number of characteristics they display in order to prioritize limited services and resources.

Career potential is not specifically mentioned in the standard but is very much implied in the definition of at-risk student. Students at risk of not becoming productive workers need to be identified and given as much assistance as possible in career decision-making, course selection that will lead them somewhere, identification of career interests, post-secondary plans, financial assistance for training, and special assistance to upgrade aptitudes and skills for productive work.

The key factors listed in the chart can be determined at each level (elementary, junior high, senior high) from formal and informal procedures, assessments, and/or studies designed to predict and/or confirm student performance.

Strategies or procedures used for identification should account for students affected for short durations, such as those experiencing sudden trauma.

- Referral by teacher, family, counselor, support staff, peer, self, outside agency, or employer
- Testing (group and individual, formal and informal)
- Career assessment systems (aptitude, career interests, individual career planning, curriculum based assessments)
- Student assistance team models
- Centralized data analysis (achievement, ability to pay, low income, attendance, suspensions, grades, dropouts, homeless, follow up, extracurricular involvement)
- Student response checklists
- Learning styles analysis and peer helper identification systems

Strategies for identification should include or be followed by a system to make recommendations for needed support and a system to carry out the recommendations. Such a system could include one or more of the following:

- Suggestions for support services can be made part of the referral strategy, and referrals would be forwarded to a coordinator of support services, or teachers and counselors would assume the support roles necessary.
- One or more persons, such as a teacher assistance team, can be identified to receive data and coordinate support services or establish individual programs.
- A centralized system can be established to automatically recommend support services, and a central coordinator would assign tasks to staff, students, agencies, support personnel, etc.
- Student assistance teams can receive information and make or implement recommendations as needed.

Each of the examples above, except the first, needs a person or persons within the district to oversee and coordinate support services for students. Persons given the responsibility must have the flexibility and time to coordinate across all staff and be closely linked with administration for resource development. Specific consideration could be given to creating a new position and/or assigning existing staff the responsibilities. In any case, serving at-risk students will remain a responsibility for each separate facility in a district. Therefore, special assignments within each facility will most likely be necessary.

The identification of at-risk students should be complemented by an analysis of existing district policies and practices to identify factors in management and teaching that contribute to the lack of student success. Examples include forcing all students to maintain full-class schedules regardless of ability; allowing a limited number of credits to transfer in for high school completion; not allowing students to switch to other teachers teaching the same courses when the student

is failing; not allowing students to attend neighboring school districts on a tuition basis when failing; restricting all students to high school completion within the same timeline (age 17-18); and significantly reducing student assistance programs such as tutoring and remedial help beyond the elementary program. An inventory to assist local districts in the analysis of policies and practices related to student failure and dropping out is available from the Bureau of Federal School Improvement, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319.

#2
Special Instructional Support Services

Students who need help to succeed in academic classes should receive assistance by federal, state, and locally supported activities. Below are possible activities that could be considered:

- Preschool early intervention
- Transition programs (elementary to junior high, junior high to senior high, senior high to work or post-school training)
- Parent helpers in the classroom and at home with homework
- Computer-based tutorial assistance
- Pull-out remedial programs
- Learning centers (in-school and take-home)
- Small class ratios of 1:12 or less
- Peer tutoring
- Extended school days offering homework assistance
- Evening school
- Weekend classes or Saturday school
- Summer school
- In-class remediation
- Work experience and exploratory/vocational education offering applied learning experiences
- Child care while learning
- Community service projects for applied learning
- Cooperative learning allowing mixed ability grouping
- Contractual learning and personalized education plans

#3
Coordination with Community-Based Support Services

Schools are not expected to take care of all the needs of students. Other established community services should be utilized to assist students whenever possible. Multi-agency collaborative plans should be established to allow for continuous outside service and the modification of the school program when necessary to ensure student success in the school program.

Formal plans with agencies should be considered at all education levels to establish clear working relationships and responsibilities and to form some sense of accountability in helping students to improve their performance. These formal plans should be in writing to facilitate implementation and evaluation.

Specific agencies that should be considered include: Iowa Department of Job Service, Mental Health, and Human Services; area education agency support services; Planned Parenthood and other family planning agencies; substance abuse centers; rehabilitation services; YMCA; YWCA; crisis pregnancy centers; hospitals; churches; law enforcement; JTPA; county extension services; women, infant and children (WIC) programs; and maternal child health (MCH) clinics. Each school should identify the services available, the contact people, and the procedures that will be used to coordinate services, perhaps in the form of a directory or within staff handbooks. Joint meetings between the support agencies and school staff should be considered to facilitate working relationships and staff training. Whenever possible, agencies that can provide the person power to assist students within the school should be provided office space. In addition, students and parents should be educated about the services available and how to use them. This can include incorporating the information into curriculum.

#4

School-Based Support Services

Many of the basic needs of students and families, especially those at-risk, have been considered in the process of building existing school-based support services. Therefore, these services should be incorporated into local school plans. Area education agencies, which often provide many of the school-based support services for local districts, may need to be involved in the development of local plans. The following list indicates some school-based support services that might be considered.

School Based Support Services

Speech-language pathologist - Provides assessment and intervention services related to speech and language development as well as disorders of language, voice, articulation, and fluency.

School psychologist - Provides assessment, intervention, and consultation regarding students' behavioral, social, emotional, educational, and vocational needs. Provides group and individual counseling to students, parents, and families.

School social worker - Provides assessment and consultation regarding student and family social, emotional, and behavioral needs; intervention including individual, group, parent, and family counseling; and coordination of home, school, and community resources.

Special education nurse and/or school nurse - Provides assessment, planning, implementation, and evaluation regarding students' school health needs.

Consultant - Provides assistance in the development of curriculum and specialized instructional procedures, techniques, and materials for students experiencing academic and behavioral difficulties.

Work experience coordinator - Plans and implements sequential secondary programs for students requiring specially designed career exploration and vocational preparation.

School audiologist - Provides planning, counseling, coordination, and intervention strategies for students with hearing impairments.

School occupational therapist - Provides assessment and intervention strategies for students with physical impairments.

School physical therapist - Provides assessment and intervention relating to developmental and adaptive sensorimotor and gross motor competencies for students with physical impairments.

Food service personnel - Provide nutritious breakfasts, and lunches for all children, including low income students, children in child care settings, and special-dietary-need students.

#5
APPROPRIATE COUNSELING SERVICES

Appropriate counseling service includes the identification, monitoring, and provision of assistance to students regarding their personal, social, academic, and career/vocational development. The standard for at-risk students (4.5(13)) implies that these counseling services should be made available to at-risk populations to no less an extent than provided to other students and, to the extent possible, be provided as needed at the local level.

Two resources that can be used to structure counseling services are The Guidance Program Standard (12.5(21)) and the "Iowa K-12 Career Guidance Curriculum Guide for Student Development". Specific efforts should be made to link the counseling and at-risk standards to establish harmony within schools. Specific objectives for serving at-risk populations can be gleaned from the state guide, which identifies objectives for serving all students.

The guidance standard (12.5(21)) specifies that a K-12 guidance program be established to address personal, educational, and career development. The program should include counselors, instructional and non-instructional staff, students, parents, and community members in a full range of services. The requirements of the guidance standard are similar to the requirements of the at-risk standard: parent involvement; coordination with community services; involvement of all school personnel; provisions for monitoring academic, behavioral, and social improvements; and provisions for special instructional services.

The need for special assistance with personal, social, and career/vocational development characterizes the at-risk student. Therefore, strong implications exist for developing counseling services that are responsive to and effective in overcoming the problems of at-risk students in these two areas.

When developing a comprehensive guidance program, particular attention could be given to some specific issues which relate highly to at-risk students. Some examples of activities include:

- A district-wide crisis plan for sudden trauma such as suicide, death, and accidents
- Student assistance teams
- Support groups
- Peer helper program, including at-risk students as "helpers"
- Individualized career plans
- Individualized counseling
- Coordination of outside agencies
- Mentorship programs
- Programs to help parents to help their children
- Consultation with staff to assist in understanding and helping students

#6
STRATEGIES FOR INVOLVING PARENTS

The following chart identifies parent/guardian involvement as a multidimensional process involving parents/guardians and/or other significant family members in different roles with different degrees of complexity. All parents/guardians are perceived as needing help/guidance to assume any of the identified roles. The school can help all parents/guardians and significant others to assume any or all of the identified roles.

Parent/Guardian Involvement		
Roles	**Rationale**	**Activity Examples**
A. Valuer of Education Parent/guardian/family members are involved in performing basic obligations, such as registering, overseeing attendance, medical exams, responding to written or phone messages or providing messages to school to inform school of family situations which may affect educational performance of student/s.	Most parents work and are involved in other activities and have limited time to become involved in school matters and their attention needs to be captured. Many parents have to be shown how to become involved in school and to perceive school as an extension of their home environment, as unthreatening, helpful, and supportive.	<u>Basic Communications</u> • Positive notes, daily or weekly • Checklist of accomplishments • Personal letters regarding student progress, attendance, behavior, etc. • Activities to draw parents into school,such as plays, exhibits, athletic events, open houses, child's work nights, etc. • Home visits, personal or phone • Monthly or quarterly phone contacts
B. Supporter/Partner Parent is asked to contribute materaial goods, money to assist the school, purchase material for home study and/ or volunteer time. Parent continues to perform basic obligations identified in the role as valuer.	Teachers need allies and the allies they need most are parents. Parents are a child's first teacher and have the most potential to influence a child's development. Parents who don't know how to help are more comfortable starting out by making contributions.	• Food for birthday parties, holidays, special events • Purchase of appropriate material for home study area • Contributions for field trips, learning materials, etc. • Donations of learning aids for classroom use or home use • Special clothing for seasonal weather that can be given to needy students • Parental assistance in home work, both individual and in cooperation with other parents

Parent/Guardian Involvement		
Role	**Rationale**	**Activity Examples**
C. Co-Decision Maker/Advisor Parent is asked for time obligations beyond the basics to help their children learn. Parent provides input on school policy and programs to improve services. Parent continues to perform roles as valuers and supporters/partners.	Many parents do not possess the necessary group skills to work comfortably with organization activity requiring group work. Parents can be helped to achieve these skills. When given developmentally appropriate ideas about how to help (what to do and when), parents will try to help their own children at home, at school (day or evening or weekends), or in cooperation with other parents. The number of parents who serve as advisors or co-decision makers is small compared to the total number of parents represented in any community.	• Volunteer assistance to help in school • Volunteer assistance for parent/ teacher organization • Participation in advisory com mittees and prevention groups such as MADD (Mothers Against Drunk Drivers) • Respond to school surveys • Member of special advisory committees

Significant parent/guardian involvement should be approached in a very systematic fashion. Each teacher and administrator can be involved in identifying what is presently happening and determining what needs to be done. The following list may be helpful in assessing areas for improvement in parent/guardian/family involvement:

1. Location of the school

2. Staff and community ethnic backgrounds

3. Use of school facility as a community resource and a place for community events

4. Reputation of school, such as strong in discipline, strong in education, etc.

5. Student situations regarding:
   - Parents and guardianship
   - Serious trauma such as divorce or death
   - Economics
   - Racial and cultural backgrounds
   - Unsupervised time before and after school
   - New students in community
   - Disabilities and institutionalization
   - Mental health, social work, psychological, rehabilitation and other support services

6. Communication Systems:
   - Hotlines/phone systems
   - Report cards
   - Minority language newsletter
   - Grievances guidelines
   - Test results reports
   - Discipline rules/guidelines
   - Rights and responsibilities publications
   - Parent conferences
   - In-service training for teachers and parents
   - Parent/student handbooks
   - Parent surveys

7. Outreach Services:
   - Parent meetings outside of school hours
   - Evening and weekend events for working parents
   - Inservice on how to deal with trauma such as divorce and suicide
   - Parent/student counseling groups and homework groups for joint discussions/problem solving
   - Home and community site visits to allay fears
   - Intervention for uncooperative parents
   - Principal substituting for teachers to free teachers for home contacts
   - Assistance with babysitting and transportation so parents can attend school events

#7
"INVOLVEMENT OF ALL SCHOOL PERSONNEL"

All school personnel are expected to provide support and assistance for all students, including those identified as being at-risk. Plans for providing and improving services for at-risk students should reflect efforts by all staff in a comprehensive effort as opposed to segregated and pull out program models involving a few staff.

Involvement of all school personnel implies that at minimum each staff member assumes responsibility for planning, identification, and monitoring and for providing some type of support service and maintenance of an integrated education environment in compliance with federal and state nondiscrimination legislation. Of most importance is that all staff be involved in planning the identification process and in identifying the support services which will be provided and those which should be added to improve student performance. Their involvement will foster ownership. This could very possibly be an annual activity facilitated by administrative staff. Potential objectives for all staff can also be gleaned from parent involvement, monitoring student progress, coordination with community-based support services, in-service training, and provision of appropriate counseling services.

A common problem of some staff is the teacher/student ratio. Some teachers serve over 150 students per day and lack time to devote to students who need additional support. Some support service activities that involve minimum time but benefit students at-risk are identified in the list below. These activities could possibly be assumed by teachers who are serving large numbers of students.

- Once per week over nine weeks, contact one assigned at-risk student to assure that someone cares about them as an individual.
- Once a month, call a parent of an assigned at-risk student.
- Send short, positive notes home, identifying student success or short notes on how to help with homework.
- Engage peers in cooperative learning/tutoring.
- Utilize computer programs for tutoring, remedial help, and additionalinstruction time.
- Provide in-class practice exercises with the specific objective to assist the most needy in the time provided.
- Include low achievers in class participation and encourage their interaction by using questioning techniques involving opinion and evaluation.
- Help all students review for tests, with specific attention given to those most likely to fail.
- Utilize classroom learning centers as much as possible to maximize individualized learning and assistance.
- Remember student names and use the preferred name when interacting with students, particularly in learning exercises.
- Teach study skills in the content of subject matter; utilize reviews in class incorporating the study skills.
- Present information/directions using as many learning modalities (hearing, seeing, touching or manipulation, speaking) as possible.
- Deliberately select learning experiences with the greatest likelihood of success to minimize the possibility of failure.

#7 CONTINUED
INSERVICE FOR ALL SCHOOL PERSONNEL

All full- and part-time professional and nonprofessional staff should be annually engaged in a minimum of one training program to increase their potential to assist students identified as at-risk. Such training can be included in annual staff development training programs and/or be provided by individual scheduling throughout the year. The following list indicates potential staff development ideas than can be incorporated into local plans.

1. TESA - Teacher Expectations and Student Achievement
2. GESA - Gender/Ethnic Expectations and Student Achievement
3. P.I.M. - Positive Impact Model
4. Madeline Hunter model of instruction
5. Identification and referral of at-risk students, including abused, limited English proficiency, and homeless
6. Shared collaboration between school and service agencies staff
7. Peer counseling/tutoring/helper programs
8. Outcomes based education
9. Project TEACH
10. Project PRIDE
11. Understanding family functioning/diversity
12. Teaching through learning channels
13. Accelerated Schools Model
14. Teacher/student interaction time for problem solving
15. Emergency health care
16. QUEST
17. Substance abuse identification/intervention
18. Parent communications/involvement
19. Teachers as counselors
20. Multicultural non-sexist education
21. Job clubs/career development/post-school planning
22. Learning centers-individual contracting
23. Behavior modification techniques
24. Computer assisted instruction/tutoring and remedial software
25. Student assistance teams
26. Cooperative learning
27. Hotlines and community volunteer assistance programs
28. Business and industry adopt-a student/school programs
29. Early prevention of school failure
30. Chronic health problems/suicide including high risk populations such as homosexuals

Staff development should also allow time for individual input and planning on local problems. Significant dialogue should occur among all staff at the local level to achieve ownership and a commitment to make a difference. Expertise at the local level often matches that from outside sources.

#8
Compliance with Federal and State Nondiscrimination Legislation

When combined, the federal and state nondiscrimination legislation (see page 23) encourages that attention be given to at least four areas with regard to the standard for at-risk students: placement processes which ensure equal access to education programs and support services; programming which promotes integration rather than segregation; the collection and analysis of student data on the basis of race, national origin, gender, and disability; and the proper hiring and placement of staff with regard to sex, race, national origin, creed, color, religion, disability, and parent/family and marital status.

The at-risk standard requires that a monitoring system be established to determine the progress of at-risk students. The standard also requires that inservice training be provided to all staff. Both of these areas should be developed with respect to nondiscrimination legislation to assure that all staff are kept abreast of teaching and placement practices that are sensitive to discrimination and that consistent information is generated to help staff make adjustments as necessary.

The following chart indicates some possible strategies to promote integration and avoid segregation.

Activities Related to Achieving Integration of All Students	
Activities Promoting Integration	**Activities To Avoid Segregation**
Develop individual education plans Use positive labeling: success rather than at-risk Allow open entry and exit for support programs and services Use peer assistance Use cooperative learning Encourage parent collaboration	Use more than one criteria for identification Decrease the number of prerequisites for entry to program Review teaching practices Avoid ability grouping Avoid dress codes not sensitive to cultural differences Avoid charging fees or supplement when fees can't be paid Provide support services allowing integration

Appendix

Questions and Answers:

Do programs for at-risk students have to include preschool services?

No. However, preschool assessments are recommended to determine services necessary at the kindergarten level. In some school districts, model preschool programs are being developed for at-risk children. At-risk prekindergarten students are children who, because of physical or environmental influences, are at-risk of entering the education program at the kindergarten level lacking the development necessary to succeed.

Can districts or other agencies combine programs/services to satisfy the standard?

Yes. Joint planning and shared programming and staff development among districts, area education agencies, community colleges, business and industry, and community service agencies are encouraged within the standard.

Do existing special education programs satisfy the standard?

In part. The standard designates that services be provided to all at-risk students, including those who are not disabled. Some disabled students, such as dropouts from special education programs or those who become law offenders, often need help beyond what the existing special education delivery service can offer. Consequently, services beyond existing special education programs are necessary and implied.

Must schools develop new programs or can existing practices satisfy the standard?

Existing practices at all levels of education should be documented before moving toward new program development.

Are area education agencies responsible for monitoring local district programs?

No. Area education agencies will assist local districts to develop programs and support services required under the standard. The Department of Education will assume responsibility for monitoring compliance with the standard.

What can districts do for students who drop out?

Districts can provide student follow-up and alternative placements in districts with alternative schools, community college offerings, and/or private schools.

#9

PROVISIONS FOR MONITORING BEHAVIOR, SOCIAL, AND ACADEMIC IMPROVEMENTS

Some students, once identified as being at-risk, may not remain at-risk throughout their school career. However, some students may need constant support until they leave school. Therefore, a monitoring system is needed to allow for the constant review of student performance. A constant review will allow for the entry and exit of students as needed.

Provisions for monitoring can include formal and informal assessments and/or studies at each level (elementary, junior high or middle school, and high school) to verify student progress resulting from the support services provided. Examples of monitoring systems are identified in the following list.

- Follow up studies
- Behavior checklists
- Achievement testing on a pre/post basis
- Peer observation
- Individualized education/career plans
- Report cards, including the review of defined behaviors
- Letters or notes sent to parents or guardians
- Recorded observation of performance
- Attendance records
- Assessments and/or communications with cooperating agencies
- Student/parent evaluations of services provided
- Records of economic assistance provided students for fees, materials and supplies, transportation, etc.
- Centralized databases or centralized records
- Student feedback questionnaire system

Existing databases may be used for monitoring the academic, behavioral, social, and career development improvements of at-risk students. However, existing databases are not structured well enough to accommodate all aspects of behavior that need to be monitored. Therefore, multiple strategies for monitoring students are recommended, including the involvement of parents by an observation system.

Monitoring systems should be based on factual information that can be documented and that is consistent with state and federal legislation regarding student records.

Major Educational Equity Legislation

Affecting Iowa Schools

Federal Legislation:

Title VI of the Civil Rights Act of 1964 prohibits discrimination against students on the grounds of race, color, or national origin in educational agencies receiving federal funds. It covers admissions, access to courses, programs and school activities, and board and administrative policies. The agency responsible for enforcement is the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972. Title VII prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex in educational agencies with 15 or more employees. Areas such as recruitment, hiring, promotion, salaries, benefits, and retirement are covered. The agency responsible for enforcement is the Region VII Office of the Equal Employment Opportunity Commission in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Title IX of the 1972 Education Amendments. Title IX prohibits discrimination on the basis of sex against students in educational programs within educational agencies which receive federal funds. Areas such as admissions, access to program, counseling practices, school activities, and student treatment are covered. The regulation requires a local grievance procedure for the handling of complaints. This procedure may be used, or complaints can be filed with the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Title II of the Vocational Education Amendments of 1976 and the Carl Perkins Vocational Education Act of 1984 prohibit discrimination on the basis of sex in vocational education programs. The law requires nondiscrimination components
in all vocational education plans.

Section 504 of the Rehabilitation Act of 1973. Section 504 prohibits discrimination on the basis of handicap in any educational program receiving federal financial assistance. The compliance agency is the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Civil Rights Restoration Act of 1987 restored, through legislative action, the interpretation that Title IX, Section 504, Age Discrimination Act of 1975 and Title VI of the Civil Rights Act of 1964 applied to all parts of an institution that received federal financial assistance.

Iowa State Legislation:

Chapter 280.3 - Uniform School Requirements - Iowa Code. Chapter 280.3 prohibits discrimination on the basis of race, color, creed, sex, marital status, or national origin in the public schools of Iowa. It covers all components of the educational program. The Iowa Civil Rights Commission and the Iowa Department of Education are the enforcement and monitoring agencies.

Chapter 256.11 - Iowa School Standards - Iowa Code. Chapter 256.11 defines the minimum standards for the approval of public and nonpublic schools in Iowa. This legislation is affirmative in that it requires that all school programs be taught from a multicultural nonsexist perspective. Section 281-12.1(1) 12.7(2) of the Department of Education Administrative Rules sets the standards for this legislation. This legislation is unique in that it pertains to curricular programs as well as policies. The Department of Education is the monitoring and compliance agency for maintenance of minimum educational standards and has technical assistance responsibilities.

Chapter 601A.9 - Civil Rights Commission - Iowa Code. Chapter 601A.9 prohibits discrimination on the basis of race, sex, national origin, creed, color, religion, disability, and parental/family or marital status in educational programs in Iowa. It includes admission and recruiting, intramural and interscholastic athletics, employment, and all educational programs. The enforcement agency is the Iowa Civil Rights Commission. The Department of Education has monitoring and technical assistance responsibilities.

Chapter 280.4 Uniform School Requirements - Iowa Code. This Section of the Code requires that bilingual or English-as-a-second language programs be provided for students whose primary language is not English. Section 281.60 of the Department of Education Administrative Rules sets the standards for these programs. The Department of Education has monitoring and technical assistance responsibilities.

Section 19B.11 Iowa Code. This legislation confirms the state policy of nondiscrimination in employment in school districts, area education agencies, and merged area schools. It requires that the State Board of Education adopt rules requiring affirmative employment strategies in the recruitment, appointment, assignment, and advancement of personnel, covering race, creed, color, religion, national origin, sex, age, and disability.

12.1(1) Educational Units Covered by Standards. These standards govern the accreditation of all prekindergarten, if offered, or kindergarten through grade twelve school districts operated by public school corporations and the accreditation, if requested, of prekindergarten or kindergarten through grade twelve schools operated under nonpublic auspices. "School" means prekindergarten to grade twelve of an elementary-secondary education program. Equal opportunity in programs shall be provided to all students regardless of race, national origin, sex, or disability. Each board shall take affirmative steps to integrate students in attendance centers and courses. In order to monitor progress, district attendance centers and course enrollment data shall be collected on the basis of race, national origin, sex and disability, and be reviewed and updated annually.

DEFINTION OF TERMS

At-Risk Student

Any identified student who is at risk of not meeting the goals of the educational program established by the district, not completing a high school education, or not becoming a productive worker. These students may include, but are not limited to, dropouts, potential dropouts, teenage parents, substance users and abusers, low academic achievers, abused and homeless children, youth offenders, economically deprived, minority students, culturally isolated, those with sudden negative changes in performance due to environmental or physical trauma, and those with language barriers, gender barriers, and disabilities.

School Personnel

Professional and support service employees of the district. Professional employees are full-time and part-time certificated staff, including administrators, curriculum coordinators, consultants, teachers, nurses, counselors, psychologists, social workers. Support service employees are certified and non-certificated full-time and part-time staff, including teacher aides, volunteer associates, food service workers, custodians, child-care workers, security officers, study hall monitors, bus drivers, and others.

Support Services

Special assistance provided at-risk students by the school program, community- based service agencies/organizations, area education agency support personnel, and parents and guardians.

Plan

A written document adopted by the local board of education documenting coverage of nine requirements in the standard (12.5(13)) at each education level (elementary, junior high, senior high) and a continuous process for review for improvement of services at each level.